



Learning to Write and Writing to Learn

Writing to Win journal writing, process writing and language skills, K-12

Research base		<i>The National Writing Project</i>
		<i>The Learning Leader</i> , Doug Reeves
		<i>Assessment Training Institute</i> , Rick Stiggins
		<i>Prime I, II and III</i> of brain studies, David Sousa
Practice		Teachers set daily routines for each phase.
		Students maintain writing portfolios.
		Teachers write models with their students.
		Teachers list authentic intellectual expectations for each entry.
		Students assess the degree to which they meet the expectations.
		Writing occurs in every subject.
		Trained writing coaches and administrators partner to <i>Monitor the Progress of Young Writers</i> .
Goals		Fluency in writing for authentic intellectual purposes.
		Fluency in thinking critically about daily objectives
		Shrinking gaps in student achievement.
		Published progress of students as writers, K-12.

Year One – Phase I

Journal for Writing Across the Curriculum, non-fiction writing assessment

Writing to Win journal writing focuses on students writing about what they are learning in every class: *non-fiction writing assessments*. Unlike earlier versions of journal writing, *Writing to Win* employs a variety of critical-thinking journal strategies, and teachers see their classes soon become communities of articulate writers. The critical-thinking strategies provide

- Teachers with innovative options that keep students *writing to learn* all year long
- Students with concrete, intentional guides for creating their own version of what they have learned.

Research of the *Writing to Win* journal writing shows it boosts student performance on state writing assessments.¹ Journal writing applies to all students in English to math to career and technical subjects.

Research base		<i>The Journal Book</i> , Toby Fulweiler
Practice		Teachers set daily Prime I and II routines ² for their journal (short) writing.
		Teachers write each entries before and/or with students.
		Teachers list authentic intellectual expectations for each entry.
		Students assess the degree to which they meet their teachers' expectations.
		Journal writing occurs across the curriculum.
Goals		Fluency in writing personal thoughts freely
		Fluency in expressing thought about daily objectives
		Broadening of communication between teachers and students.










¹Georgia, South Carolina and South Dakota

²Brain study defines Prime I as the time in a learning experience of heightened brain susceptibility (the first 5-7 minutes). When teachers engage students' minds significantly at the beginning of a lesson, they increase the likelihood of optimum learning. Prime II is the second most susceptible time period for learning (the last 5-7 minutes). Prime III is the 12-16 minutes between Primes I and II. When Prime I and II are effectively used, the mental engagement of students during Prime III remains high for the entire 12-16 minutes. The implication is, then, that the range of time needed for effective learning ranges from 22 to 30 minutes.

Year Two – Phase II

***Writing to Win* resource guides, process writing for reporting and creating**








Writing to Win process writing provides concrete, instructional strategies and tools for each step of the writing process: prewriting, drafting, revising, proofreading, evaluating and publishing. *Writing to Win* presents process writing as a mini-project, a *Writing Cycle*. For example, to complete a *Writing Cycle*, teachers prompt students to write three first drafts on separate topics at least once a week for three weeks. Then students choose their best first draft to move through the steps of a *Writing Cycle*. On a *Writing Cycle* wall chart, teachers list clear expectations of student performance for each step. On a *Writing Cycle for Student Self-Check*, students record whether they exceed, meet or miss those expectations. When the two *Writing Cycles* interact in this fashion, they form a dynamic unspoken communication between teacher and student. Teachers focus each *Writing Cycle* on a writing *genre*, mode or curriculum requirement such as a research paper, science/social studies project or senior paper.

Research base	 <i>National Writing Project</i>
	 Best Practice from the <i>National Curriculum Report</i>
Practice	 Teachers set routines for process writing (long writing).
	 Teachers write model drafts for each step of a <i>Writing Cycle</i> .
	 Teachers set and explain expectations for each step of a <i>Writing Cycle</i> .
	 Students assess the degree to which they meet the expectations.
	 Process writing occurs across the curriculum.
Goals	 Competence in the writing process for reporting and creating
	 Integrating process writing with research projects and technology

Year Three – Phase III

***Sentence Building*, grammar skills taught through sentence-combining practice**

Sentence Building presents the method for teaching grammar that transfers best to student writing: sentence-combining practice. The sentence-combining puzzles in each of nine levels of *Sentence Building* include enough oral, written and kinesthetic practice to secure two years' growth in language maturity in just 15-18 weeks. In a typical lesson, students practice creating a standard grammatical pattern until they use it with automaticity. Then they learn the grammatical name for the pattern. Benefits of *Sentence Building* include students' understanding of English grammar, the transfer of grammatical knowledge to writing, increased sentence variety, students' use of vocabulary, punctuation, subject-verb pairs and pronoun-antecedent pairs.

Research base	 <i>Grammar and the Teaching of Writing</i> , Rei Noguchi
Practice	 Teachers set routines for <i>Sentence Building</i> lessons.
	 Routines include oral, written and kinesthetic learning.
	 Students assess each others performance.
	 Students identify the grammatical patterns practiced.
Goals	 Increased scores of syntactic maturity and writing style
	 Increased scores of reading comprehension

Integrating journal writing, process writing and Sentence Building

The final task for a *Writing to Win* implementation insures that journal writing, process writing and *Sentence Building* appear seamlessly in **language arts** instruction. In addition, journal writing and process writing appear as regular tools for learning in all subjects. The amount of journal and process writing in a subject depends on the analysis of student performance on required tests. Ideally, student performance data is displayed in a faculty room, and administrators lead the faculty in determining problem areas of the tests and groups of students for targeted assistance. Based on theses findings, teachers, then, create a scope and sequence of journal or process writing tasks to boost student performance.